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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

CONTENTS FOR SEPTEMBER 20, 1926

EDITORIALS:—
San Diego to San Francisco 227
A Surprising Achievement 227
Pennsylvania Educationally 228
State Meetings at Philadelphia 228
The Bible Every Day 228
MURRAY OF THE RESERVATION 229
By A. E. Winship
REBUILDING MEN 230
By Selden Carlyle Adams
TESTING THE PRODUCT IN THE FIELD 231
By Mabel E. Turner
WORK—DON'T WORRY (Poem) 233
SAVE THE FAMILY WITH BOOKS 234
By A. E. Winship
ELEMENTARY SCHOOL PRINCIPALS 235
1834—CHARLES WILLIAM ELIOT—1926 (Poem) 235
By Nixon Waterman
VACATION SCHOOLS IN RICHMOND, VIRGINIA 236
By J. H. Binford
JOTTINGS BY THE WAYSIDE IN INDO-CHINE—II. 238
By L. H. Putney
CHARACTER CHATS 241
By Joseph B. Egan
The Power of Desire 241
Sweeping the Sidewalk 241
Partners With God 241
Summer Is Gone 242
The Rope of Consequences 242
EDUCATION IN ACTION 244
TREND OF THE TIMES 246
BOOK TABLE 247
GRINS BETWEEN GRINDS 249

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EDITORIALS

San Diego to San Francisco

THE record trip of our editor-in-chief was made in thirty-five days recently.

It is 500 miles from San Francisco to San Diego, but from San Diego to San Francisco was a ride of more than 7,000 miles through twenty-seven states, and nine of these were crossed both coming east and going west, so that it would not stretch the truth to say that he crossed thirty-six states in thirty-five days.

On August 3 he was in San Diego and on September 7 he was in San Francisco. Twelve of those thirty-five days were spent serenely in Boston and Cambridge as quietly and naturally as though he had not been away for ten weeks and was not to be away again for more than ten weeks.

New York University, Elmer Ellsworth Brown, Chancellor, will be 100 years old in five years and plans to raise seventy-three million dollars for building and endowment before 1931, in order to have something to celebrate.

A Surprising Achievement

THE Union Pacific System has locomotives that weigh 647,500 tons, and carry loaded freight cars, a train a mile long, at fifty miles an hour, on a schedule from Los Angeles to Chicago, the same as that of the "limited" passenger trains. The Southern Pacific ran a locomotive from Los Angeles to El Paso without change. These are only samples of railroad achievements.

Harvard Law School is raising an endowment fund of five million dollars.

Pennsylvania Educationally

J. HERBERT KELLEY, executive secretary of the Pennsylvania State Education Association, takes some remarkable figures from the Research Report of John K. Norton of the National Education Association. They are as follows:—

Pennsylvania ranks second in wealth and in average annual income.

Pennsylvania ranks second in number of children 6-13 years of age.

Pennsylvania has 15 per cent. more economic power per child than has the country as a whole.

Pennsylvania in 1922 put forth three-fourths as much effort to support education as the nation as a whole.

Pennsylvania could increase her school expenditures 33 per cent. before she would be making an effort equal to that made by the country as a whole.

School expenditures in Pennsylvania require a smaller percentage of her economic power than is required by the school expenditures of New York, Massachusetts, New Jersey, Illinois and Ohio.

State Meetings at Philadelphia

THE state breakfasts, lunches and dinners at the National Education Association meetings have come to be of surpassing interest. We gave the Massachusetts banquet extended notice and every one of them deserved abundant space. We have been looking over our notes of the Philadelphia meeting, and one highly interesting reference, given us by the state director of Arizona, is too good to be omitted even if it is late.

It is a resolution offered by Hon. C. O. Case, state superintendent of Arizona, a man who has the gift of saying the right thing in the right place at the right time.

Teachers and Friends: Last year we held our National Education Association banquet in Indianapolis, the home of James Whitcomb Riley. This year we are holding it here in Philadelphia, the home of William Penn.

I have nothing much to say, except perhaps to present a resolution which the mood of the occasion prompts me to submit as something that might be appropriate. I offer, then, the following resolution:—

Whereas, William Penn and his good Indian friends have given us a famous schoolroom story, a rare old story of friendship that was true and a pledge that was never broken; and

Whereas, we have come three thousand miles to hold a breakfast-banquet on the historic ground where this story has its setting, on the very spot where the big elm grew and the Quaker met the Indian and the inviolate pledge was made;

Therefore, Be It Resolved that we, in sincere appreciation, as we gather around this banquet board, extend to one another a warmer hand-clasp of professional brotherhood, and bind ourselves by a pledge of fraternalism that will hold us together as friends "As long as the rivers run and the sun and stars shall shine."

The Bible Every Day

ONE of the highly important plans for the promotion of a knowledge of and love for the Bible is the absolutely free-to-teachers "American Citizenship Readings—a Bible Reading Course for Every Day of the School Year." Prepared by Ray S. Erlandson, John Rudin and Company, Chicago.

The present intense devotion to the Bible by those who use it to buttress some sectarian creeds and the hectic come-back by those who repudiate the entire Bible because some zealots deny the right of anyone to believe the Bible who does not swear allegiance to some wholly unimportant tenet of a special creed, makes it of the utmost importance that those who relish the sympathetic attitude to human needs, who admire its wonderful revelations of truths that magnify eternal verities, who reverence the personalities that have appealed to the noblest leaders in history, who realize that there is nothing to take its place in science, art, or literature should pass their sublime faith on to the coming generation by the use of vital sentiments and brilliant statements through the schools.

"American Citizenship Readings" meets every need of the school for such a purpose and avoids every suspicion of danger of the misuse of the Bible by those who place their doctrine above the wisdom of God in his revelation.

We give a sample of its definite service to teachers in the first month of the school year:—

DAY	THEME	BIBLE	
		Chapter	Verse
MON.	Labor Day—The Talents	Matt. 25	14-30
TUES.	Teacher's Talk Subject, "Why Living as God's Children."	Mark 10	13-16
WED.	How Can We Live as God's Children?	John 14	15-21
THUR.	Moses—Childhood and Education	Ex. 2	1-10
FRI.	The Early Life of Moses	Acts. 7	20-28
MON.	Gideon's Call	Judges 6	11-20
TUES.	Gideon's Faithfulness	Judges 6	21-32
WED.	Ruth and Naomi	Ruth 1	13-22
THUR.	Ruth Gleaning	Ruth 2	1-13
FRI.	Ruth Favored	Ruth 2	14-23
MON.	Samuel's Mother's Prayer	1st Sam. 1	9-18
TUES.	Samuel and Eli	1st Sam. 2	18-26
WED.	Samuel's Call	1st Sam. 3	1-14
THUR.	"The Star Spangled Banner" written. Tell story of the circumstance		
FRI.	Samuel the Just	1st Sam. 7	3-12
MON.	David Chosen by Samuel	1st Sam. 16	1-13
TUES.	David and Goliath — The Challenge	1st Sam. 17	1-10
WED.	David Accepts the Challenge	1st Sam. 17	31-40
THUR.	David's Victory of Faith	1st Sam. 17	41-51
FRI.	Solomon's Prayer	1st Kings 3	5-15

This invaluable book is to be had absolutely free by any teacher who will send for it. Write to the John Rudin Company, 1026 South Wabash Avenue, Chicago.

Murray of the Reservation

By A. E. WINSHIP

THE one thing of which I am really inclined to be proud is my knowledge of the United States, for I can think of no one who has had as good an opportunity to learn the geography of the country for fifty-one years as I have had. My knowledge of Kentucky has been especially prideful, but I had never so much as heard of the Reservation until after the Washington meeting of the Department of Superintendence.

If you do not know of the Reservation take your map and look at Tennessee and Kentucky. Note that the Tennessee river runs south in the east, directly west almost across Tennessee, and then sharply north and empties into the Ohio instead of the Mississippi. This leaves a strip of the Mississippi Valley clear across the State of Kentucky. There were neither bridges nor fords of the three rivers, so that this strip was uninteresting to the east, west, or north, and Tennessee, on the south, had no use for it, so the Indians were not disturbed in their possession of the land, and when the pioneers talked of carving up their settlement they left the Reservation to the Indians, and though Kentucky accepted it when it was organized it was never called Kentucky, but just the Reservation. The Indians never enjoy being hemmed in in anywhere, and they leaked out gradually, and stray pioneers of the courageous sort crept in, but played small part politically, industrially or commercially with anybody anywhere. They were and are rigidly Anglo-Saxon.

Paducah had a great awakening when the Illinois Central railroad recently discovered that it could sell its shop land in Chicago for enough to buy land and put up the largest plant of up-to-the-minute railroad shops in the New World, and make a Chicago of its own on the west bank of the Mississippi. In anticipation of this other industries came, commercial houses developed, and a junior Memphis was in the making.

This created an ambitious educational atmosphere, and L. J. Hanifan, a scholarly man with a doctor's degree from Harvard, left his West Virginia superintendency when they offered a modern salary and gave every modern opportunity, and enjoys creating a school system worthy the Chicago-Memphis spirit.

There followed as day follows the night education birth-throes on every farm and at every fireside in the Reservation, and typical Lincolns emerged in legislative halls, and when the state was ripe for the harvest a State Teachers College was in the market for some locality to buy.

The assumption was that it would go to Paducah, the queen of the Reservation, but to the surprise of the over sanguine plucky little Murray, a city with a farm backing, suddenly appeared at the court of decision, cash in hand, with an offer which made Paducah and every other place literally sick. Providence never failed to find a man for every emergency from Sam Adams and Patrick Henry, Franklin and Jefferson, Washington and Lincoln, to George Peabody and Henry Ford, and there was ready made for the Murray occasion a man who by the accident of the World War had made Kentucky prominent in vocational guidance and the industrial equipment of men returning from the field of battle who needed expert advice and skill for service. In all America there was no man available with extent of vision, height of aspiration, and wealth of experience which John W. Carr of Anderson, Indiana, Dayton of Ohio, Bayonne of New Jersey, Philadelphia and Federal service, had for the creation of a real college along broad lines and great professional heights. Starting without a place to "hang his hat," or a desk for a student to use, Dr. Carr and the plucky little city and the big county with a generous appropriation of the state and the cash-in-hand which the people had raised, in the opening of the second year had a modern State Teachers College plant of six buildings, and a student body of five hundred as keen of intellect, as noble in purpose, with hair and skirts as short as in Chicago or Memphis, with a faculty reveling in university degrees of masters and doctors.

If we work upon marble, it will perish; if we work upon brass, time will efface it; if we rear temples, they will crumble into dust; but if we work upon immortal souls, if we imbue them with principles, with the fear of God and the love of fellow men, we engrave on those tablets something which brightens all eternity.

—Daniel Webster.

Rebuilding Men

By SELDEN CARLYLE ADAMS

ONE of the desirable after-effects of the World War was the big experiment undertaken by the United States government when it set about to rehabilitate disabled service men. We are told that, at the close of the Franco-Prussian War, each Prussian soldier who had lost a limb or his sight was given a hand organ and a tin cup with which to make a living the rest of his life. But the Congress of the United States has spent enormous sums of money in giving treatment and vocational training to thousands of men who returned from the great conflict physically unable to engage in their former occupations.

Since the task of rehabilitating ex-service men is largely completed, the government has turned to a much larger undertaking, namely, the vocational re-equipment of civilians. This work is carried on in an advisory way by the civilian rehabilitation service of the Federal Board for Vocational Education in Washington, and co-operation is offered by state boards of education or similar agencies throughout the country.

The first comprehensive study of civilian rehabilitation has been issued from the press of the Century Company, under the title, "Disabled Persons, Their Education and Rehabilitation," written by Oscar M. Sullivan, director of re-education for Minnesota, and Kenneth C. Snortum, Macalester College.

Only during the twentieth century has any real thought been given to helping the cripple to make the most of his depleted physical resources. We used to be very generous in dropping nickels and dimes into the extended cap of the man who sat on the street corner with one leg amputated above the knee, or the man who wore dark eyeglasses alleging that he was blind. These men are rapidly disappearing. Some of them are excluded by municipal laws, but more than we realize are being trained for useful and productive occupations.

"Minnesota," according to Charles A. Prosser, "was the first to establish a state re-education program for the disabled, a step taken several years before the National Government began to make grants stimulating the states to undertake the work."

In a general way, the whole solution to the disabled man's problem falls into two classifications. In the first place he needs physical treatment. If he lacks part of one arm he needs an artificial member; if he has a serious spinal curvature he needs surgical attention. But after he is given mechanical aids he still is unable to earn an adequate livelihood. The second step is re-education. The patient is placed in an occupation, chosen after careful consideration of his mental and physical capacities, and is given individual training under the supervision of a state civilian rehabilitation agent.

The question of the financial value of rehabilitation is inevitably raised. In reply, the authors quote the following paragraph from a statement by S. S. Riddle, chief of the Bureau of Rehabilitation in Pennsylvania:—

"If, for example, it be assumed that 400 disabled persons, returned in a year to suitable remunerative employment, would not otherwise have returned to employment, a measure of the productive usefulness of the Bureau of Rehabilitation in straight financial terms may be gauged. If, on an average, each of those 400 persons earns in wages $1,000 a year, the industrial production represented by an annual payroll of $400,000 is created."

The writer believes that the work of Messrs. Sullivan and Snortum will be a most valuable contribution to a somewhat new field. The importance of training new agents to seek out persons in need of vocational re-education is vital. It must be borne in mind that such persons often present serious neurotic and mental problems which can be solved only by a trained worker. The book as prepared by the Minnesota men is arranged in textbook form, and it is available for libraries and schools of education.

The good manners of the dinner table applied to all human relations will be the starting point and marching orders of the revolution to end revolutions. The resources of the world are to the human race what the food on our dinner table is to our guests. And the spirit of the social order, like the etiquette of the dinner table, finds its highest expression in the absence of greed and the attainment of graciousness whose other name is justice.

—Glenn Frank.

Testing the Product in the Field

By MABEL E. TURNER

State Normal School, Lowell, Mass.

THE serious aim of each teacher-training institution should be to make genuine teachers. To realize this aim there must be a discriminating choice of students, a deliberate ripened training, and finally, and perhaps the most important of all, a thorough testing of the product in the field under expert guidance. Most teacher-training institutions are giving more or less satisfactory attention to the first two of the requirements. Raising the standards for entrance, requiring applicants to pass satisfactory intelligence tests, tests in the use of English, physical examinations, and personality and character tests, are evidences that very serious attempts are being made to get only the best material for training. The years devoted to this training are being very materially increased all over the country; not only for teachers of secondary schools but for teachers of elementary schools as well, we are fast approaching the teachers' college level of four years of intensive professional training for teachers of all grades. But the third requirement is not so well met; in fact, it is only the exceptional teacher-training institution that is giving any attention whatever to this most important side of teacher-training. The medical school does not release its students with a degree to practice medicine until they have passed a satisfactory hospital training period under guidance. Why should not a thorough testing be as worthwhile in preparing a teacher to face her peculiar profession?

It is true that the students have been exposed to the teaching process, and have, in addition, some actual participation in the conduct of classes in the training school during the period of training. This is as far as help in an actual teaching situation goes in the great majority of institutions. In many the responsibility for students ceases on commencement day, and in some instances interest in their success ceases as well. Charles E. Benson, in his study, "The Output of Professional Schools for Teachers," found that there were many teacher-training institutions that made no attempt whatever to keep in touch with their graduates, some even could not give in October the teaching address of those who had graduated the previous June. The general attitude seems to be that graduates of a teacher-training institution "spring full-panoplied from the head of Jove," and that when they leave the institution they are ready and capable of handling any situation without further help. That this is not actually the case is evidenced by the many wrecks on the shores of first-year teaching.

There is a big gap between teaching a few classes in a well-disciplined training school where there is always an expert teacher in charge and assuming full responsibility for one's own school for the first time. In the stress and strain of trying to find herself the beginning teacher will make many errors in the use of methods, teaching techniques, handling of disciplinary problems, and the like, all of which could be rectified if there were only some one to point them out and show the way to improvement. In the absence of such a person the beginning teacher flounders along, many times becoming hopelessly discouraged or else settling down to the plane of mediocrity in teaching. It is a good thing to be thrown on one's own responsibility, to work out one's own salvation, to survive or perish, as it were, but it is an expensive process when it comes to the testing out of teachers in the public schools. It is expensive from the point of view of the amount of wasted nervous energy that it exacts from the teacher, and it is expensive from the point of view of society. The "survival of the fittest" is Nature's way of weeding out the weak from the strong, but in the testing out of teachers in the public schools, while those who survive will no doubt be strengthened by their experience, many are lost to the profession who might have become strong teachers had a little help been given at the right time.

It is true that those who begin their teaching in the larger towns and cities will receive some help from the regular grade supervisors, but by far the larger number of communities into which the beginners go do not employ expert supervisors. Very few communities can be found where there are supervisors who are both adequately trained and who have the time to give the kind of personal, sympathetic attention to the problems of the beginning teacher that is needed. The Buffalo Teaching Centre Plan and the Helping Teacher Plan in use in Maine and New Jersey are illustrations of the successful attempts of the local school authorities to bridge the gap between the work of the teacher-training period and successful classroom teaching. But such attempts are the exception rather than the rule. Extension courses, correspondence courses, study groups, teachers' meetings, and the like may be helpful to the beginning teacher in an inspirational way, but

they are too far removed from her actual classroom situation to be of vital help in a practical way.

The actual testing out of its product in the field should be a part of the function of the teacher-training institution. Its responsibility to the district which it serves should not end with the graduation of its students, but should continue until those students are not only thoroughly trained but tested in an actual teaching situation. The teaching personality cannot be produced by courses in psychological principles and teaching methods supplemented by observation and practice in the training school. The starting point for professional work in education is responsible teaching experience. The supervision of this teaching experience should be the work of the teacher-training institution rather than of the local school authorities.

While it is true that up to the present time teacher-training institutions have, as a rule, been satisfied to consider their duty to their students and to the locality which they serve to terminate with the graduation of those students, nevertheless, today we are beginning to find attempts on the part of the more progressive to reach out into the field and actually give help to the beginner in her first school. Most notable of these beginnings is the work of the Eastern South Dakota State Normal School at Madison in its Field Service Department under the direction of Miss Effie Bathurst. The aim of this department is two-fold, to help the girls adjust their training experiences to their own particular teaching jobs; and, secondly, to keep the faculty of the Normal School in touch with the South Dakota field situation in order that the instruction and training that they give the students may be more practical. The plan for supervision in the field is carried out as follows: Each quarter the regular faculty supervisors of student practice are sent for a week out to the towns and counties where the graduates are teaching to visit them and to help them in their work. Only one supervisor is sent at a time, and while she is away from the Normal School her classes are taken care of by the director of field service and the teachers in the training school. The aim is to send at least eight supervisors into the field each quarter, but the number sent is governed somewhat by the amount of work to be done at the Normal School and by the amount of money allowed for traveling expenses. The average number of visits made each graduate a year are two to those teaching in towns, and one to those in rural districts.

The first duty of the supervisor on entering the city or town where the graduate is teaching is to confer with the superintendent. She then visits the graduate and observes her teach for a half-day or a day according to the need of that student and the time at the disposal of the supervisor. She follows this visit with a helpful conference, giving the student advice and suggestions that will tend to help her out of any difficulty in regard to teaching technique or classroom management. Very often the supervisor takes the class for the student in order to show by example how to correct certain deficiencies in her teaching procedure. The aim in all of the visiting by the Normal School supervisor is to adapt the help given to the needs of the student. At the end of her visit the supervisor leaves with the student a list of suggestions which she has gathered that bear directly upon her teaching situation. She also leaves a duplicate copy of these suggestions with the superintendent. At the same time she sends a report regarding the needs of each graduate visited to the director of the field service at the Normal School. As these suggestions of needs come in to the office they are tabulated and summarized and put in leaflet form together with suggestions bearing upon each type of need. Copies of these leaflets are sent from the Extension office to all beginning teachers.

When the supervisor returns to the Normal School she makes a verbal report of each graduate that she has visited to the supervisor or critic teacher who had that particular student in charge during her practice teaching period. Upon receiving this report each supervisor writes a letter of encouragement and help to her particular student. In addition to this type of follow-up work, the News Letter, a printed monthly bulletin of teaching ideas based on the South Dakota field, is sent free of charge to each graduate.

In the development of the Field Service plan of the Eastern South Dakota State Normal School we see a very serious attempt to bridge the gap between the training of the students in the Normal School proper and actual teaching in the field. In order to carry this work to its highest point of perfection it would be necessary to employ a much larger staff of field supervisors and to have much more money at the disposal of the Field Service Department. If this could be brought about it would mean more visits to each graduate which would in turn mean more real help in each actual teaching situation.

While the plan of field service as developed by the Eastern South Dakota State Normal School could not be duplicated in its entirety in all teacher-training institutions, nevertheless, there is nothing in its essential features that could not and should not be made a part of the work of any teacher-training institution any-

where. There are, however, certain additional features that could be added to any plan of this sort that would tend to make its functioning even more vital. In the first place, there should be a very careful delimitation of the area that each teacher-training institution is to serve. Where there are several institutions in a state this will be absolutely essential in order to avoid a waste of time and money that would result if any institution should undertake to supervise anywhere in the state. In the second place, diplomas should be withheld from the graduates until they have successfully passed this testing period. Certificates could be given at the completion of the regular training period, but a diploma should not be given until after a period of testing in an actual teaching situation. The length of time given to this testing period should not be less than one year. In the third place, there should be very careful and thorough supervision of each student, not only as far as her use of methods and handling of teaching techniques are concerned, but also in regard to her mastery of subject matter. In some cases it might be advisable for the supervisor to take the school and send the student back to the teacher-training institution for a short period to confer with instructors in lines in which she is particularly weak. In this testing period everything should be done to round out the training of the student so that the final product will be a genuine teacher.

Although the object of a teacher-training institution in extending the training of its students over into a probationary period of actual teaching in the field is to help the students, in the end the institution itself is benefited. It is given a chance to actually test out its own methods, to see the degree to which they will function under actual classroom conditions, and to evaluate the service that it is giving to the community. As a result of these field observations the institution will be in a position so to train its students that when they enter the teaching profession they will discharge their duties with credit, not only to themselves, but to the institution. The strongest factor in the upbuilding of any institution is the fine work of its graduates. Superintendents will be ready to take the product of these schools during the probationary period in order to have the benefit of the expert supervision which the teacher-training institution will give, and to be assured of well-trained teachers for their school systems. Instead of the practice so prevalent at present in the larger towns and cities of not accepting Normal School graduates until they have taught a year or two in an outlying district of another county or state, graduates will go directly from the Normal School or Teachers College into the towns and cities in the area which the teacher-training institution serves. This will make for a close relationship between the teacher-training institution and the school authorities of that locality.

Such a system would also have a stimulating effect upon the members of the faculty of the institution. When a faculty member knows that her methods are to be tested out under actual classroom conditions and the results brought back to her she will take particular pains to see to it that her own teaching is of the highest order. Any mannerisms or peculiarities which she may have she will find reflected in her students, and she will have a chance to see all the good and bad points in her own teaching. So, such a system of field testing not only benefits the student, but the teacher as well.

We might rewrite the slogan of the National Education Association, "A competent and well-trained teacher in every school in the land," to make it a fitting slogan for a teacher-training institution, "A competent and well-trained teacher in every school in its district." This slogan cannot be realized, however, until we have along with a discriminating choice of students and a deliberate ripened training, a thorough testing of the product in the field under expert guidance.

Work—Don't Worry

The hardest work you ever do
  Is worrying about it;
What makes an hour resemble two
  Is worrying about it!
The time goes mighty slowly when
  You sit and sigh and sigh again,
And think of work ahead, and then
  Keep worrying about it.

Just buckle up and buckle in—
  Quit worrying about it.
By work, not worry, you will win—
  Quit worrying about it.
A task is easy, once begun;
  It has its labor and its fun;
So grab a hold and do it, son—
  Quit worrying about it.

—Industrial Peace.

Save the Family With Books

By A. E. WINSHIP

THE contrast between the thrill of science in the industries and the shiver of the church at the thought of science is tragic. Nothing can retard the service of science to the industries. Industries promoted by science appeal to the home by changing family life. It makes housework easy, giving a flush of joy where sombre monotony had reigned before.

Family life for the wife and mother has passed from the ox-cart wobble to an automobile rush. No bride will shell peas when she can get them canned. No child will make a horse of a broomstick when he can glide along the sidewalk on a scooter. The family is not likely to come for a breakfast blessing when one can have piping hot coffee via the percolator and toast and eggs by electric heaters whenever he comes to table. The family can hardly be expected to assemble for a chapter from "Lamentations" when the Pierce-Arrow is throbbing at the door. There is no quiet for morning devotions when the ice man, the milk man, the store man and the postman trail along, and the telephone rings unceremoniously any minute. If the breakfast blessing and the family altar have gone forever they must not carry the family into discard, for the family becomes the more vital as its traditions are shaken to their foundation.

The family is the unit of society, of the church, of the state, of the nation, of civilization. Everything civic and religious depends upon the family. There is no Godliness without the morale of the family. Faith in God and humanity depends upon the sacredness of the family. Without faith in one another, love of each for every one in the family, civilization will collapse. Family life is more necessary than it was before husbands had club life indefinitely, before the best wives were Near Easting and Red Crossing, and other kinds of wives were laying political wires and bridging night after night. The old family life has gone as completely as have the air-tight stove and the kitchen churn. The old family can no more be restored than candles can supplant electric bulbs, or the old brick oven put baker's bread out of commission. The family will no more come back of itself than wild game will become tame instinctively. Two questions to be settled everywhere, by every one, are: "Is the family life worth saving? Can the family life be saved?" The family cannot be saved without an effort greater than has ever been put forth for any other human achievement. It cannot be saved by a presidential election, by a President's Cabinet, by Congress or by state legislature. The family cannot be saved by any law or by any organization. It must save itself if it is to be saved from the present industrial and commercial, social and religious, civic and educational complex. The family cannot save itself by a breakfast blessing or a family altar. The family must be saved at the other end of the day. The family fireside made the old-time family. While there is no hope of a roaring fire or of tabby-cat purring on the warm hearth, it will be saved, if it is ever saved, by a full evening every week of a real family circle in which the father sits with his family without being irritated that he cannot go to a club or meet a business engagement, but stays with the family because he enjoys his own family, when the mother sits as the loving mother-queen of the family, when the son enjoys his own sister, and the daughter proudly appreciates her own brother, when that weekly evening is sacred with all the family. Boy Scouts and Camp Fire Girls must learn to win prizes by devotion to the family one evening a week. The one universal family appeal that can be permanently fascinating is the family reading. Books can save the family more easily and permanently than can anything else.

In this age of the world the beginning of all industrial improvement is intellectual. This is not the age of luck nor of pluck but of brains in action. The spark plug was intellectual conquest and this is even more true of long-distance power transmission. Bridge may pay a premium on a certain kind of intellectual gymnastics, but the great need of today is not an intellectual cheer leader but a master of achievements and of human needs. The family will not be saved by amusements, by entertainments, or by literary novels or novelties. The family reading must be informing of the things of today, and youth from twelve to twenty need the latest best as much as do men and women from thirty to sixty. Indeed, youth is even more likely to profit by the latest best than are fathers and mothers.

The family needs the same reading and the old profit greatly from the reading of youth, and youth profits equally from the reading of their seniors. There has never been a time when the best revelations of science were so greatly needed, so equally needed by all the family as now.

If anything can save the family it is family reading for an entire evening along lines that are throbbing with the new life of the New Age. This may seem over-hopeful, but no

effort is too great if there is even a dim dawn for a hope that in any way the family can be saved. The entire family saved socially and domestically, and real religious morale restored. What nobler mission can there be for the new future?

Elementary School Principals

THE new elementary school principal is as definite and as vital a creation as is long distance power transmission; as important a discovery as the violet ray of sunlight that kills everything alive and burns up everything that is dead in the water of the swimming pool.

It is not chiefly what has happened to the elementary school principal, but rather what has happened to the entire school system by the new vision of having the elementary school as the unit of the public.

The American school could not function adequately or decently so long as the elementary school principal was an incident, often an accident.

When the principal was a noble spirit, devoutly in love with the job, admired by the community, affectionately appreciated by the teachers, reverenced by the pupils and alumni, the American school was idolized.

But when the principal domineered instead of dominating, was suspicious of the teachers, jealous of other principals, supercilious to the superintendent, scheming against all these with the Board of Education, the American school was a target for sarcastic criticism.

In nature all improvement must come from without. You can make a tomato plant climb a trellis as a vine, but you must do it every year. It will never do it of itself.

In human nature the improvement must come from within. You can tie the branches of the tomato plant around the vertical strings and make them stay twined about, but in human nature the doing better things or of all things in a better way must come from within the individual or within human society.

Ever since urban schools were graded and elementary districts created there have been heroic efforts to improve the quality and character of elementary school principals, and there was improvement in some cities and in all cities sometimes, but as a class they have rarely come into their own. They have usually had permanent tenure, but were often in trouble with the teachers below or the superintendent above. Their relation as a class to the Board of Education was rarely a unified personality.

There have been few demonstrations of sublime wisdom within the American school system equal to that of the formation of a Department of Elementary School Principals by the principals themselves, not primarily for their own glory, but largely for nobler service.

We venture no prophecy as to permanent freedom from selfish or political manipulation, but thus far the benefit has been famously good and the administration of E. Ruth Pyrtle of Lincoln, Nebraska, will carry on the heroic professional service which has thus far characterized the spirit and methods of the leaders of the Department of Elementary School Principals.

1834—Charles William Eliot—1926

By Nixon Waterman

How shall we measure this man and his worthiness?
How shall we reckon his use to the world?
He in whose human, wise, workaday earthiness
All the rare gems of the soul were impearled.
All the ripe years that came clustering over him
Mellowed and garnished the grace of his youth;
Seeds that he planted shall evermore grow for him
Harvests of virtue and beauty and truth.

Gone? Yes, the garment that garbed the high soul of him,
Still the soft spirit shall ever remain.
While the whole world will be taking deep toll of him
As flowers draw strength from the sun and the rain.
His was a soul of true service and sanity,
His was a creed that the heart understands;
Joyously toiled he defining Christianity
All his full years with the work of his hands.

One rose excels her sweet sisters in flowering;
Some one is better and some one is best;
In the green forest where glad trees go towering
Some one is kinglier still than the rest.
So in our forest of men as we measure them,
He stood serenely, transcendently tall.
Of his rare qualities, now we shall treasure them,
None will be found that is narrow or small.

Now that his face and his form are withdrawn from us,
We must forego the warm word and the smile;
We who are sorry his presence is gone from us
Still must be glad he was with us the while.
"Growth!" was his watchword while striving victoriously;
He was unbaffled by barriers and bars;
Now he has finished his task he goes gloriously
Voyaging on to the beckoning stars.

Vacation Schools in Richmond, Virginia

By J. H. BINFORD

RICHMOND has a number of unpleasantly warm summer days. There lingers the tradition that children need to rest and play during the summer months. If vacation schools can be successfully conducted in this southern city there is no reason why extensively patronized vacation schools, or in fact year around schools, should not be run in the average American city.

Richmond's vacation schools enrolled 4,408 students in 1926. The total enrollment (Normal Schools, night schools and kindergartens excluded) for the regular session of 1925-26 was 29,173. It is thus seen that 15 per cent. of the city's eligible students took advantage of the summer session.

What type of student attends vacation school? In the white elementary grades 215 pupils (recommended in most cases by their regular teachers) attended to complete the work of a new grade, 434 pupils enrolled to make up failures, and 189 came simply to be strengthened. The predominant idea among parents seems to be to send children who fail to summer school. In the colored elementary schools, however, the situation is reversed in that 1,009 pupils attended to make up the work of a new grade while only 524 came to make up failures. An interesting fact is that a much larger percentage of colored elementary pupils attended the vacation schools than white children.

The percentage of junior high and high school pupils in vacation schools is considerably larger than the elementary. The percentage for the white junior high and high school grades was 22 per cent. In the colored high school 28 per cent. attended summer school. Of the 336 in the colored high only ninety-seven were boys.

Students are permitted to take only two subjects in the high school grades. In most cases one old and one new subject are taken.

What results are achieved by students in the Richmond vacation schools? The first answer to this question is that 18 per cent. of the white pupils and 22 per cent. of the colored were eliminated during the nine-weeks term. Based upon total enrollment and figuring all eliminations as failures, promotions in the vacation schools were as follows: white elementary, 63.5 per cent.; colored elementary, 42.7 per cent.; white junior high and high, 74 per cent.; colored high, 84 per cent.

What type of teacher is available for summer work? In Richmond about one-half of the teachers spend the summer in study or travel each year. Probably 50 per cent. of the elementary teachers could be induced to teach in a summer session. The percentage of high school teachers available for this work is smaller because the higher salaries make them independent from the economic standpoint. Of the fifty-seven teachers employed this summer for high and junior high work, nine were from other school systems. The teachers in the elementary vacation schools were all from Richmond, and are teachers of experience and ability.

What do Richmond's vacation schools cost? Teachers' salaries for the nine-weeks' session are as follows: white elementary, $150; colored elementary, $100; white high and junior high, $250; colored high, $150. The total salaries paid to the 138 teachers in vacation schools amounted to $22,587.21. The per capita cost of instruction was $5.10. For the expenditure of this sum the school system received 1,067 full grade promotions in elementary grades and 2,292 subject promotions in junior high and high school grades.

The year around school can be accomplished, in the writer's opinion, by the development of the vacation schools now being conducted by most American cities. In fact, Richmond now has year around schools in that all students who desire to take summer work may do so. Our ambition is to enroll in the vacation schools around one half of the eligible children of the city. There is no sound reason why vacation schools should continue to be penal institutions for children who fail. Investigations by the medical department show that the Richmond child of average good health is in no wise injured by attendance upon school from 8.30 a.m. to noon during the summer months. Why should thousands of children spend the summer in demoralizing idleness when they might spend a half of each day in school, thereby saving time in the long process of education?

Habit is a cable; we weave a thread of it every day, and at last we cannot break it.

—Horace Mann.

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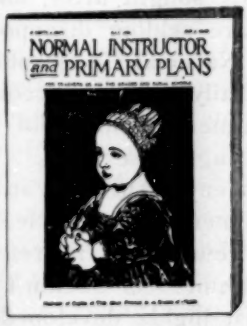

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Jottings by the Wayside in Indo-Chine—II

By L. H. PUTNEY

The first impression one gets in Indo-Chine is that this is just another Chinese country, for the Chinese are much in evidence, owing to their having monopolized the retail business there, the same as in Siam and Malaya and the East Indies. Later, however, you begin to differentiate the Indo-Chinois, as the French call the natives collectively. By far the largest part of them are Annamese, descendants of the Annamites that swept over into the peninsula from Tibet many centuries ago and conquered the other Hindu peoples that had preceded them, just as these had conquered the aborigines.

The Annamese have more tawny complexions than the Chinese, though there has been so much intermixing, especially in the towns, that pure-blooded specimens are scarce. The Annamese wear their hair in little bobs on the top of their heads. They dress much as do the Chinese except that over their black trousers the women wear a sort of tunic with long tight-fitting sleeves. Both sexes cover their heads, the women with a white cloth something like a large handkerchief, and the men with small dark colored turbans not unlike those worn by the Hindus, only very much less extensive.

The principal object of interest that Indo-Chine has for the tourist is the ruins of Angkor, situated some 400 miles northwest of Saigon in the jungles of northern Cambodia. Now that it is possible to reach them by automobile the number of visitors is continually increasing, and with the opening of the Siamese railway to the border, only four hours from Angkor by automobile, this increase should become much more rapid. Like Boroboedoer in Java, Angkor is a relic of former Hindu domination, but a whole city instead of a single edifice. For miles the jungle is filled with the ruins, but the crowning jewel of the entire collection is the Vat or temple, so large that the moat which surrounds it measures five kilometers in length. Like the Java monument, it is built in stories, each smaller than the one just below. All told there are three of them, divided into galleries and porticos, rich with bas-reliefs that excite the admiration of the visitor. Once, no doubt, this vat was as highly be-colored as are the vats of Siam today, but now its walls and pillars are a cement-gray and in a more or less dilapidated state. Even so, for the architect and archaeologist and student of ancient art the whole East offers little that is superior to the treat that these ruins, hidden away in this snake-infested jungle, have for him.

But Angkor is not the only attraction that Indo-Chine has for the tourist with plenty of time at his disposal, for far to the north there is one of nature's marvels, the Baie d'Along. This bay, which extends along the coast of Tonkin for about seventy miles, not far from where the Red river pours its muddy waters into the Gulf of Tonkin, is filled with thousands of limestone rocks of countless sizes and shapes, a sort of "Garden of the Gods" in the sea. Many of these rocks have been given names suggested by their appearance, and so your boatman points out to you Hat Island, Chandelier Island, Toad Island, Monkey Island, etc. That they are the result of wave action through the ages is evident from marks found on them, not unlike those often seen on rocks and pebbles we meet along the beach back home. Among these islets are some wonderful grottoes which may be entered with safety at low tide, but woe to the visitor that lingers too long. Nowhere else in the world probably will one find such a labyrinth as is this Baie d'Along, and many are the gruesome stories told of those who have got lost in its maze.

Not far from the Baie d'Along is a region famous among hunters for its big game, especially tigers. Indo-Chine is the home of tigers, but those of Tonkin and northern Annam are especially sought after, and apparently the hunters are seldom disappointed. A few years ago the National Geographic Magazine had an especially graphic account of a tiger hunt in the limestone hills not far from where we are writing these lines. To those of our readers who enjoy thrilling stories that are true, we recommend that article.

And now for a few words in reference to education in Indo-Chine. As Cochin-Chine and Tonkin are the most highly developed portions of the country, it is there that education has made greatest progress, though something is being done everywhere. We were told that in Cochin-Chine there were over 600 schools with some 200,000 pupils. Most of them, of course, are for the indigènes or natives, but in all the larger places are found schools for Europeans and Eurasians. This latter fact is explainable in part to the French not having adopted the custom of sending their children back to Europe for their entire education, as do the British and Dutch residents of the East.

There is a director of education at Hanoi for the entire country, with local directors in Cochin-Chine and the four protectorates. The supervision of the schools for Europeans seems

to be quite distinct from that for the indigènes. Although it is a holiday season, we have succeeded in meeting the director of the indigène schools of Saigon, and by dint of much hard work, since neither spoke the language of the other, learned that education in Indo-China is entirely free and strictly secular. The children buy their own textbooks, most of which come from France, and are superior in appearance to those used in the schools of the British colonies. There are separate schools for the sexes, irrespective of age. Seven, apparently, is the age for entering school.

We have visited one school for indigène boys with four hundred pupils and eleven teachers. The classes were divided into three groups: primary (three years), midi (four years), superior (four years). In the superior classes several sciences were being taught, but wholly by the textbook method. Although libraries are *non est*, the schools seem fairly well equipped with maps, charts, etc. Blackboards are as little in evidence as in the other countries we have been visiting during the last six months. So far as we can see, the United States is the only country that emphasizes blackboard work, and consequently finds a need for anything larger than a portable blackboard for the teacher's use. The desks and benches are crude affairs, but no worse than what you see throughout Australia. Only two pupils, however, occupy a single bench.

No special schools are provided for Chinese children. Apparently they depend for their education on private schools and on mission schools maintained throughout the country by the Roman Catholic Church.

Each of the large Indo-China cities has one or two excellent French-conducted bookshops, but one misses the many small shops of the Indians so much in evidence in Singapore and other cities to the west. There are bibliothèques at Hanoi, Saigon, and Phnompenh. The one at Saigon has a small collection of books in English, mostly somewhat antiquated fiction. Although this library, which is maintained by the Cochin-Chine government, has an excellent card catalogue with descriptions of the books, the latter seem to be shelved strictly according to accession number; for example, on one shelf we saw books on forestry, history, drama and fiction. In the reading room they had many of the most prominent French magazines and newspapers, along with some six or eight English-printed newspapers from Japan, China, the Philippines, and the Straits Settlements, but nothing from either England or America.

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Character Chats

A Journal Feature Which Is Helping to Mould the Lives of Boys and Girls

By JOSEPH B. EGAN, A. M.

The Power of Desire

I WONDER how many of us realize the enormous influence in our lives of that emotion commonly called desire?

A boy works earnestly to earn a dollar because he desires a pair of skates.

A girl works earnestly with needle and thread and pretty cloth because she desires a new dress.

A man works early and late at his business because he desires money and all the things that money buys.

A woman works early and late about the house caring for its thousand details because she desires a clean, comfortable, restful home for herself and family.

So, everywhere we look people are working with hands, and hearts and minds, because they desire something that they lack or something that they wish to keep.

Now, since this is so, it becomes a vital problem for all of us to train our desires along the proper lines. Young people should know that happiness does not necessarily come into being when desires are realized.

As a matter of fact there are two great classes of desires; good desires that aim at real happiness, and evil desires that aim at apparent happiness, but which in reality aim at failure and all the miseries that come with failure. A boy who smokes cigarettes, for instance, desires happiness when he buys a package; as he smokes he thinks he has found happiness, but he does not see the deep harm being done to his lungs, his vital glands, his stomach and his moral character. If he really desired the happiness that comes from a sound mind in a sound body he would as soon bite his tongue as light a cigarette.

In the same way a girl who flies into a temper does so because she expects that way to gain happiness by telling another person what she thinks, but she does not realize the deep harm she is doing to her own soul, her own reputation, her own standing among her playmates. If she did she would as soon hit her head against a wall as say and do unladylike things in fits of anger.

Desire then is a powerful moulder of character. Good desires lead ever upward to the world of really happy things; evil desires lead ever downward to the pits of misery and disgrace.

In a very real way, girls and boys, our desires determine just what kind of grown persons we shall become.

Sweeping the Sidewalk

NOT long ago I saw a woman busily sweeping the sidewalk before her door. Evidently she believed in keeping her own neighborhood as clean as possible. While her act was that of a good citizen it seems to me that it has a deeper meaning for all the rest of us.

In a very real way the cleanliness of the whole world depends on the cleanliness of each individual. There is no such thing as filth in nature. The earth on the hillside is beautiful and clean. It bears green grass and lifts up delicate flowers to the sun. Little insects run around making queer tracks upon it. Birds ruffle and clean their feathers in it, and yet it it is the same substance that we call dirt and filth when we find it on our hands and faces or on our doorsteps. The difference, it seems to me, is this: earth is clean and beautiful when it is in its proper place, on the hillside, in the rich meadow, on the fertile plain. There it is serving a useful and necessary purpose in God's plan.

Earth is unclean and disgusting when it is out of its proper place, on the faces of children, in their ears, on their hands, in the places where they eat, in the food, in their homes, and about their houses. There it is out of place, and serves no useful purpose.

Like all things out of place, dirt brings with it certain destructive agents: bacteria of disease, microbes of various sorts, and more than all else, loss of self-respect and respect of others.

So just what was the woman doing who was sweeping the walk before her house? In other words what should every self-respecting citizen do?

Partners With God

HAVE you ever thought over your partnership with God? Have you ever thought over your other partnerships? When a farmer goes out to plow does he not write a partnership agreement with the earth in every furrow that he turns? When a man builds a dam does he not sign a partnership with the waters of the

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river that fills the dam? When a man thinks a big thought and thus creates a new industry such as the telephone or wireless, does he not sign a partnership with the whole world?

Now the success of every partnership depends on how well the parties work together. If the farmer plow, but the land remains barren, there is no grain; if the farmer plow, but plant no seed, there is no grain either. If the man build a dam on a dry stream there is no power for his mill; while if the man build a dam on a full stream, but supplies no mill, there is no power created for the world's use. If a man think a great thought and make no use of it, there is no progress for the world, while if he think a great thought and the world rejects it there is no progress either.

Suppose, then, that we are in partnership with God. He supplies the life; the food; the soul; the great natural laws; the world beneath our feet; the glorious sun above our heads; the flowers; the fruits; the forests; the streams, the gentle rain; and the very air we breathe.

That is the contribution of a loving Father to a vast partnership with every one of His thinking creatures.

What is man's contribution at the very best? What can the truest and wisest man bring to this marvelous partnership? Surely not life; that comes from God; not the mountains nor the rivers, nor the vast sea, nor the fertile fields, nor the glorious sun—not one of all these things that minister to his comfort.

All men can bring to the partnership is a loving spirit, an appreciation of his great Partner's goodness, a will to do justly and honestly the things that will advance the general business of creating a happier and better spiritual world here on earth.

The true partner of God is the person who does His will in all things, knowing that in so doing he is advancing the cause of all good things, in that mighty business of the soul that covers the wide universe from star to farthest star.

Summer Is Gone!

I MET a friend of mine on the way to the train this morning. We were following a road that led through a birch woods, and on all sides of us were bare limbs and rustling brown leaves and withered ferns.

As my friend's eye wandered over the scene he said, rather sadly, I thought: "Well, summer is gone again."

For some reason his remark, "Summer is gone," stuck in my memory. I began to think it over. Was it true? Did bare limbs mean summer had really gone? Perhaps so if looked at in one way, merely through human eyes; perhaps not, if looked at another way, through an understanding of what summer really means.

Beside the road grew a beautiful pine tree. I could see quite plainly the vivid green of the new growth that had developed the last summer. Surely summer had not departed from that pine tree. Instead, it had clothed itself in lovely green on every slender tip.

An oriole's nest hung from the drooping tip of an elm branch. From it had flown three gorgeous golden orioles with throats from which poured forth the very spirit of the woodland world. Surely summer had not gone out of that nest. Instead it had merely decked itself in oriole feathers and mounted on oriole wings to sing, perhaps beside another nest in the same tree, golden lilting liquid song of summertime.

Deep in the soil beside the road a violet seed had dropped and taken slender root, and waited patiently for the new spring. Surely summer had not gone, but had merely shut itself tightly into a violet seed ready to smile out in shy flowers when warm days came again.

And so I am not sure that summer is all gone even when the cold north wind sifts the white snow and turns the soft earth into steel. Summer still lives in all the glorious deeds that it has done, its seeds, its vivid growth, its birds, its butterflies, its happy memories in the heart of man.

Dear girls and boys, so it is with our lives. That soul alone has lost its summertime which has produced no worthy seed for future blossoming, has given itself no wings for future flight, no throat for future song, developed no sound growth upon which to build through all the years to come.

So does it happen that in the lives of some people the winter comes early and the killing frost falls before its time, while in the lives of others there is never any winter of old-age.

The Rope of Consequences

THERE was once a little boy who was tempted by other boys to join them in doing an evil deed. After all the plans were made, the little boy went home. Somehow he found it hard to go to sleep. When sleep finally did come it was disturbed by vivid dreams.

By morning most of these dreams had vanished from his memory like a pale mist, but one remained that so impressed him that he made up his mind to have nothing farther to do with the proposed evil deed.

He dreamt that he sat on the top of a mountain. Below him was the whole world. He could see the spires of cities in the distance,

and the smoke of factories, and, at his feet, wound away like a great silver rope, a gleaming river. And as he looked the river became a silver rope and he found one end in his own hand and he heard a voice behind him saying: "Tied to that rope is the pleasure you hope to get by doing that evil deed. Wind up the rope and draw the pleasure to you."

The voice stopped, but the little boy thought he heard someone snicker behind him.

Because he wanted the pleasure very much he began winding up the rope. Sure enough, tied securely to it was the treasure that he sought. He drew it slowly up the mountain side right to his very hands. He noticed that it was not tied to the end of the silver rope but rather to the middle of it. The rope itself ran on down the mountainside and lost itself in the haze around the distant cities.

When the boy had untied the treasure he rose to take it away, but, to his horror, found that his hands could not let go of the silver rope. It stuck to them like molasses candy, and every move he made drew up a little more of it. While he was frantically trying to drop the rope the voice spoke again, this time very sternly: "You foolish boy," it said, "don't you know you cannot drop the rope? You must go on drawing it up, for years and years, and tied to it, here and there, you will find other packages. In each one of these will be a punishment suitable for the misdeed you have done."

The little boy thought he heard another snicker behind him, but when he turned around nobody was in sight. By this time the boy was thoroughly frightened and he struggled so hard that he rolled out of bed and onto the floor, where his mother found him still trying to get clear of the sticky rope of consequences.

"My heart was heavy, for its trust had been
Abused, its kindness answered with foul wrong;
So, turning gloomily from my fellow-men,
One Summer Sabbath day, I strolled among
The green mounds of the village burial place;
Where, pondering how all human love and hate
Find one sad level; and how, soon or late,
Wronged and wrongdoer, each with meekened face,
And cold hands folded over a still heart,
Pass the green threshold of our common grave,
Whither footsteps tend, whence none depart.
Awed for myself, and pitying my race,
Our common sorrow, like a mighty wave,
Swept all my pride away, and trembling, I forgave.

—Whittier.

The Pioneer in Character Education

Character training in schools is a subject of great and timely interest among educators. Upon it has been focussed much of the attention in recent conventions. My **BOOK HOUSE** presented the first comprehensive plan of character education through right reading. Development of the ethical nature of the child is one of the foundation stones upon which this remarkable work has grown so rapidly and so soundly.

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Not the least important feature of My **BOOK HOUSE** to teachers is its thorough plan of grading. Teachers wishing to include in their work a tried and tested program of character development should write at once for description of My **BOOK HOUSE** including the remarkable treatise by the editor, Olive Beaupre Miller, "Right Reading for Children." Copy free on request.

THE BOOKHOUSE for CHILDREN

Department 9-D, 360 North Michigan Avenue, Chicago

My BOOKHOUSE

The child who reads is the child w ho leads

EDUCATION IN ACTION

118,543 Pupils Take Columbia Institute Work

Adults out of school are seeking knowledge in constantly increasing numbers, according to Milton J. Davies, associate director of university extension in connection with the Institute of Arts and Sciences at Columbia University. He declared that the total number taking advantage of the institute's courses last year was 118,543, the largest in the thirteen years of its history. Since the institute was established in 1913, a total of 1,256,308 men and women have received instruction, Mr. Davies said. The number of meetings on the regular institute program was 191, with an attendance of 98,657.

Married Students' Houses Ready Soon

This year, for the first time in the 290 years of Harvard College, suitable housing accommodation will be provided for married graduate students. The first unit in the new plan is nearing completion. The houses were planned and erected by the Harvard Housing Trust. Some of them are of the two-family type, while others consist of three- and four-room apartments. Several hundred applications have already been received, although the present buildings will accommodate only forty-two families. With other units planned, Harvard hopes soon to be able to house her graduate students adequately.

Substantial Results Of Loan Fund

About $250,000 is disbursed annually from the student loan fund of the Methodist Episcopal Church. Since establishment of the fund in 1873 with the sum of $300, 34,205 college students have been aided; and up to recently a total of $3,720,520 has been loaned. Twenty-six per cent. of the present board of bishops, fifty-one per cent. of the presidents of Methodist colleges, and more than half the active ministers of the church were aided in their student days.

Learn Geography by Individual Projects

Projects in commercial geography have opened a broad field for study in Northern High School, Detroit, Mich. Members of the class select for special study a product or industry of international importance, and results of their work are entered in a "prospectus." Reading matter is typewritten or lettered, and each prospectus contains a table of contents, bibliography, list of acknowledgments, and at least one graph and one map. The books are attractively bound, and covers of some are appropriately decorated. In addition to information gained, the project gives training in research work, develops initiative and skill, and often indicates special interests and aptitudes of students. Business houses solicited for information were not only courteous to students, but in several cases offered them employment.

Attack Follows University Gift

William H. Smyth, noted inventor and philosopher of Berkeley, Cal., attacked the present educational system after giving his $200,000 estate to the University of California. In announcing the donation of his eight-acre estate to the school, Smyth contended the methods of education are all wrong. He said that instead of preparing the rising generation for life, college training as meted out today has no value whatever to the average college graduate. "The college and university of today has a tendency to turn out animated jumbled indexes, not trained human beings," he asserted.

Traveling Laboratory For Health Investigations

An automobile "traveling health unit" is maintained to meet physical needs of rural school children in Los Angeles school district. The large body of the auto is partitioned off by curtains into rooms for medical examinations and orthopedic work, for nose and throat examinations and dental work, and for eye examinations and testing vision. The unit remains at each rural school until all children are examined and treated.

Library at Columbia Has a Million Books

Roger Howson, librarian, announces the number of volumes in Columbia University is 1,055,198 in his annual report. In the last year 30,777 volumes were added. Columbia bought the entire legal section of the German exhibit recently held at the University. Thirteen ancient Greek papers from Egypt are housed in the East Gallery, which has been equipped as a workshop for papyrology. "Professor Clinton W. Keyes reports progress upon ten large pieces of papyrus from an Egyptian town, Theadelphia," Mr. Howson says. "These are all of the second century after Christ. They include records of the tax collectors at Theadelphia, and of Sabinus & Co., State bankers."

College to Broadcast Patriotic Information

Stephens College for girls in Columbia, Mo., will try out a new idea in radio education early in November with the opening of a Radio School of Patriotic Information. Lectures will be sent out from the college broadcasting station KFRU. The series of lectures will be dedicated to the Missouri Daughters of the American Revolution. The school will be conducted by Mrs. Mary Asbury McKay, teacher of social science at Stephens, a graduate of the University of Missouri and a member of the D. A. R. A similar series is planned for next February and March.

Chinese Girls Eager for Education

Some 150 girls are now enrolled in the popular education night classes in Chefoo, China. Working in a crowded spinning and weaving factory for nearly twelve hours during the day, they rush home to supper and then to night school for two hours, according to a report by the Chinese Y. W. C. A. A secretary on her first visit found twenty-eight girls trying to read under one dim lamp and some carefully drawing characters on their slates which said: "The liberty of an individual is sacred and cannot be encroached upon."

Urges Course in History-Writing

Establishment of a course in historiography in every graduate school of history in this country is urged by Wilbur Cortez Abbott, professor of history in Harvard University, in a report to the American Historical Association. While such a course would not produce great historical writers, it would, Professor Abbott contends, "provide the student with a far wider and deeper knowledge and understanding of historical writing than he now possesses and models for his own efforts; and even though he never wrote a line of history, it would greatly enrich his teaching." Professor Abbott wants history made intelligible and interesting to the average reader. History, he says, is too scientific and should be humanized as literature.

More Colleges Ban Students' Autos

A number of colleges have already taken action against the use of automobiles by students. President Maurer of Beloit College in an ultimatum to parents and guardians declared that responsibilty for students' use of cars would rest upon them, ending with the pointed advice: "Don't send your son to Beloit with an automobile to play around with." The University of Michigan is prohibiting the ownership or operation of cars by students entering the university this year as freshmen. At the beginning of the second semester the regulations are to be extended to include sophomores. The University of Kansas has sent out letters to students and their parents urging them to co-operate with univerity authorities in "voluntarily reducing to the minimum the use of automobiles in college." It is suggested that no student bring to the campus a motor car for pleasure purposes.

Fights School Ban On "Free" Speeches

An appeal to Franklin P. Graves, New York Commissioner of Education, for a reversal of the decision of the New York City Board of Education barring the American Civil Liberties Union from holding a "free-speech" meeting in Stuyvesant High School has been made by Rev. John Haynes Holmes, acting chairman of the union. The reversal was asked for on the grounds of "substantial damage" to the union's reputation and to the service it claims to be rendering to the American people by the protection of minority and individual rights. Accompanying the appeal was a request for a public hearing before the commissioner. The letter added that, if the issue could not be settled by the state educational authorities, appeal would be made to the courts.

West Point Work Begins

September first marked the beginning of the year's work at the United States Military Academy. About 1,150 cadets took up the three main branches of the Academy curriculum—academic work, military training and intramural athletics. During the school year, from September 1 to June 4, the cadet day runs from reveille at 6 a. m. to taps at 10 p. m. Of this time every cadet devotes on the average three hours and fifteen minutes to recitation each day, one hour to drill or riding or intramural athletics, three-quarters of an hour to parade and guard mount, two hours for the three meals, and two hours to required study every night, with the balance of the time devoted to study periods between recitations. There is no such thing as an elective at West Point. All cadets take the same courses.

American College Planned in Athens

Professor Edward Capps of the Greek Department at Princeton, who was United States Minister to Greece during the Wilson Administration, is now at the request of a group of Athenians organizing a board of trustees for a non-sectarian, non-political American college to be established in Greece. It would be modeled after Robert College in Constantinople. A committee of prominent Athenians is endeavoring to raise $500,000 for the college buildings. A tract of twenty-three acres near Athens has been donated as the site of the college, and $100,000 has been raised for the buildings. Steps have been taken to affiliate the college with the group of Near East Colleges having American headquarters in New York City.

Summer Schools Simplify Grading Problems

Sixty-nine public "opportunity schools" were maintained in New York City this summer. Sixty were of elementary grade, three were junior high schools, and six were senior high schools. They were intended to meet the needs of pupils who failed to qualify for higher grade, of bright pupils who wished to accelerate their school progress, and of pupils whose knowledge of the English language was deficient. Seventeen play schools offered recreation for children in the city's most congested sections.

College "Grads" Help Dry New Orleans

College men make up two-thirds of the dry agents enforcing prohibition in the New Orleans district, which includes the states of Louisiana, Mississippi, Arkansas and Alabama. Graduate chemists, lawyers, certified public accountants and other professional experts are included in the personnel.

Grandmother Takes Courses in College

Woman's place is in the home—for thirty-five years, and then she should give some thought to a career. This from Mrs. Anna McLean Schafer of Hartwick Seminary, N. Y., who, although she is the mother of nine and grandmother of nine, was student this year at the summer school of Susquehanna University. She plans to teach during the coming year in the public schools at Hartwick Seminary. In studying at Susquehanna she resumed the work she pursued at that school in 1885 to 1888. She did not receive a degree for that work and now wants not only to get her A. B. but also to satisfy a life-long ambition to teach. Her son, Joseph McLean, graduated from Susquehanna in 1923; another son, Miles, will be graduated next year, and her daughter Leah matriculates this autumn.

Ski Guides to Attend School

A school for teaching and training ski guides for the Alps is being planned by the Swiss Alpine Club to cut down on the number of accidents in the Alps and to acquaint guides with the new developments in winter climbing. Many guides are excellent skiers but lack the knowledge of weather conditions. The first course will probably begin this winter to insure a number of trained guides for next summer. Graduates will be given diplomas by the Swiss Alpine Club.

Will Teach Charm At Labor College

The Chicago Trade Union College discloses that charm will have a place in the curriculum of a labor college at the opening fall semester. According to Miss Lillian Herstein, co-chairman of the college, lectures will be given on charm in dress, charm in interior decoration, charm in budgeting an income, charm in conversation, in good literature, in health and friendship. "Some labor people frown on the idea, but we're looking on the labor movement from a different angle nowadays," Miss Herstein explained.

County Dental Clinics Aided by South Carolina

State-wide dental clinics were inaugurated three years ago in South Carolina schools by the mouth hygiene department of the State Board of Health. Clinics have been conducted during this time in every school in seventeen of the forty-six counties in the state, and they have been instituted in two large city school systems and in individual schools. Dental examinations have been given 102,741 children, 112,071 fillings made, and 3,425 toothbrush drills have been conducted.

Schoolgirls in France Form Bullfight Club

Thirty-four high school girls in Aix, Bouche du Rhone, France, have founded a bullfighting club to organize ring contests. Bullfighting of a less sanguinary variety than that of Spain has long been popular in this region. The enthusiasm of the girls is applauded in many quarters, but has met with hostility in others, and feminist organizations have asked the mayor to prohibit fights organized by the club. Bullfights in France seldom result in serious injury to the bull.

TREND OF THE TIMES

Italy's Women Win Vote, But Lose It

At the last legislative session of Parliament, women of Italy won the right to vote at municipal elections. Now the Fascist government has abolished by decree the election of municipal officers by popular suffrage, which has been allowed since the Kingdom of Italy was founded in 1870. The decree extends the Podesta system to every city, town and village in Italy. This system consists of the rule of an official appointed by the central government. "The general favor with which the Podesta system was accepted," said the Council of Ministers in promulgating the decree, "shows that the people are convinced that the choice of administrators of autonomous entities—towns, cities, provinces—by popular suffrage has outlived its day and that the elective system should be replaced by one which responds more readily to modern conditions."

Gifts to Religion Total $650,000,000

American churchmen of all faiths gave $650,000,000 to religion last year, according to an estimate by Luther Lovejoy, president of the united stewardship council of the Churches of Christ. Of this amount the Catholics gave $168,000,000, the Methodists $135,000,000, Presbyterians $72,000,000, Baptists $70,000,000, Episcopalians $39,000,000, Congregationalists $26,500,000, Disciples of Christ $20,600,000 and Jews $18,500,000.

Coolidge Makes Budget Slashes

President Coolidge and Budget Director Lord, in conference at White Pine Camp, cut $100,000,000 from the tentative budget for the next fiscal year. This would make the total appropriations $3,270,000,000 or $50,000,000 over the amount for the present year. There was severe retrenchment in all branches except in the matter of dry law enforcement. Allowances for the war and navy departments especially were pared.

Motor Industry Rivals Railroad

The simultaneous establishment of records for railroad earnings and automobile production in the first half of 1926 has set statisticians to figuring on the comparative growth of the two industries devoted to transportation. The comparison reveals a steady growth in the demand for railroad service, dampened somewhat by stringent regulation, but amazing progress in the manufacture of automobiles and willingness on the part of the public to pay liberally for automobile service. With total capitalization of about $18,500,000,000, the railroads of the country produced only $1,121,681,000 in profits for 1925, while the automobile industry with only $1,888,028,810 capitalization produced $440,000,000. In other words, with one-tenth of the capital investment of the railroads the automobile industry obtained more than a third as much profit.

Advertising Men To "Sell" Religion

A church advertising campaign will be conducted by the International Advertising Association. A commission of 100 clergymen of various denominations will prepare the messages to be promoted. The period between Christmas and Easter has been settled on for the campaign, which is to extend not only over the United States but to Canada and several European countries. "This campaign will not be merely a 'Go-to-Church' movement," declared Rev. Dr. Charles Stelzle, president of the Church Advertising Department of the association. "Our primary object is to show the country of what religion consists."

Would Abolish Poorhouses

As the result of an investigation conducted by a dozen fraternal organizations in collaboration with the department of labor, an organized effort will be made to abolish the poorhouse as an American institution. The report on this two-year survey calls the county poor farms "the most mismanaged public business in the world" and "the symbol of humanity's degradation." It recommends abandonment of the system in favor of homes for aged and friendless in each community. State legislatures will be asked to pass the necessary legislation.

Railroad Presidents Chosen from Ranks

That the tradition of "up from the ranks" has become firmly established on the American railroad is indicated by an examination of the training received by men heading twenty-nine of our more important railways which discloses that twenty-eight have spent long years of apprenticeship in learning the business. Eleven began in the operating department, six reached their position through the traffic department, seven were engineers by profession and four spent their period of apprenticeship in the legal department. The twenty-ninth president is an exception. He began as a director at the age of twenty-six.

Cost of Living Shows Reduction

A survey conducted by the National Industrial Conference Board shows a constant decline in the cost of living since November, 1925. The decline in retail prices has been 3.4 per cent. The study shows that wholesale prices are lower everywhere except in France, Italy, Belgium and Poland. The cost of living in the United States decreased eight-tenths of one per cent. from June to July according to the study.

Motorists Pay Millions To Farmers Each Month

Farm produce to the value of more than $2,116,000 per month is sold direct to motorists from roadside markets in the rural districts of the United States, according to the American Road Builders' Association. The new market for fresh produce has grown to a $25,000,000 annual business for the farmer, with the spread of the good roads movement. The figure includes only the produce purchased direct from small stands operating along the highways, usually by the small truck farmer. The sale of fresh eggs, milk and butter to urban residents who drive to the farm to secure their fresh foods would easily bring the figures to more than $50,000,000 annually, according to the estimate.

57,889 Slaves Freed By Nepal Government

Slavery is believed to have lost its last foothold in the civilized world with the official announcement in London that 57,889 slaves have been liberated in Nepal, the most northeastern state of the Indian frontier. The state government has paid more than $1,000,000 in compensation to owners to strike off the slaves' chains. The scheduled rate of compensation ranged from $5 for a male baby to $35 for a woman. The government also is clearing and cultivating the land to provide the emancipated slaves an opportunity to earn their living.

The BOOK TABLE

OPEN DOORS TO SCIENCE. With Experiments. By Otis Caldwell, Ph. D., Lincoln School, Columbia University, and W. H. D. Meier, Ph. D. Cloth. Illustrated. 416 pages. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

If we were asked to name the teacher, administrator and writer of books on science for schools whom we think the most serviceable to education because of reliability in information, extent of vision, clarity of statement, discrimination in essential values, and inspiring personality in messages, we should certainly place Dr. Otis Caldwell in front rank. This unusual statement is written because we have been examining with care and enjoying ardently the latest book from his creation that we have seen, "Open Doors to Science." The title is characteristic of all of his messages. He always opens a door, always tempts a child or an adult to come right in and enjoy the feast he has set for his readers.

ASIA. A Short History. By Herbert Henry Gowen. Cloth. 436 pages. With Illustrations. "An Atlantic Monthly Press Publication." Boston: Little, Brown and Company.

There is real danger of the children and young people today being so infatuated with the glory of their own land that they fail to appreciate the countries whose conquest of nature and of human nature in the rough has made America possible.

There is so much in the Asia of today, in China and India, in Arabia, Persia and Siberia, that there will be no adequate estimate of the Asia that was the world's glory for many centuries.

Asia, with the countless and varying currents of racial, political and religious feeling and activity running through her history, with her great figures of romance, such as Timur the Lame, Jenghiz Khan, Akbar the Great, and that Western adventurer in the East, Marco Polo, is a field that has no rival when appropriately considered. The author treats these currents with full recognition of their primary importance, but also sees the influence of great men, whether conquerors or mystics, in changing the tides of the world's story.

Dr. Gowen, professor of Oriental Languages and Literature at the University of Washington, is far less interested in the exotic story of Asia for its own sake than he is in enabling the people of contemporary America to understand the peoples of Asia through their social and political backgrounds. The author believes that the life of the world is approaching an era in which the countries bordering the Pacific Ocean will come to the forefront, and that the preservation of peace among those nations depends upon their understanding of each others' history, problems and racial differences. This understanding will be made clearer if each nation has before its eyes the development of its neighbors in the present and their hopes for the future.

As a contribution to the cause of peace through education, Dr. Gowen's book appears in its most serious light, and takes on an added importance.

TEXAS FLAG PRIMER. By Karle Wilson Baker. Illustrated by Rodney Thomson. Cloth. Price, 72 cents. Yonkers-on-Hudson, New York: World Book Company.

The title is so unique that it gives no hint of the art or genius of one of the most captivating primers ever published. It ought to set the pace of other bookmakers. Texas has a primer all its own. Every page, every sentence thrills with admiration and affection for the greatest state in the union, a state larger than some countries in Europe that figure large in world affairs. At the same time in this primer children will learn to read as quickly and ardently as in any primer ever published.

While "Texas Flag Primer" is made for the tens of thousands of little children in Texas, it should be read by children everywhere, especially this year, for the school superintendents of all the states in the union are to be in Texas at the meeting of the National Education Association in Dallas, in February, and all the schools in the United States are planning to learn more about Texas than they have ever known before.

This primer was written by Mrs. Karle Wilson Baker, of Nacogdoches, Texas, of whom DuBose Heyward, writing for the March Bookman, said: "Karle Wilson Baker has made her place as a poet whose work has won recognition beyond regional boundaries. Her place as the outstanding poet of her state is still conceded." Mrs. Baker also writes distinguished prose. Her short stories and essays, as well as her verse, have appeared in the foremost American magazines. In 1925 Mrs. Baker received the Southern prize, awarded by the Poetry Society of South Carolina, and a university has made her a doctor of literature.

FIRST LATIN BOOK, with Primer of Roman History. By Celia Ford, Head of the Department of Latin, Girls' High School, Brooklyn, N. Y. 480+ 1iii pages. New York: Henry Holt and Company. 1926.

This is one of the first beginners' books to appear after the publication of the report of the Classical Investigation, and is therefore of especial interest. The lessons in themselves are considered topical units, and for easy classroom handling are subdivided into 136 assignment units, including eight reviews. At suitable points of progress, forty stories, carefully graded, are inserted.

Basic grammar is developed from its simplest elements, and there is a constant correlation of English derivatives with Latin originals. The Roman history, including sketches of Roman life and customs, is intertwined with the Latin language in the lessons, and nearly 100 pages more, from the founding of Rome to the death of Augustus, are placed at the end of the book. There are occasional engravings, well selected, and an appendix with a summary of inflections and of syntax, and Latin-English and English-Latin vocabularies.

In the arrangement of the subject matter it is unfortunate the constructions so frequent in Caesar as the Ablative Absolute and Indirect Discourse should be placed at the end of the Lessons. In the reviewer's opinion these constructions should come early in the course, with constant repetition. In general, however, the Lessons are well arranged, and carefully graded, and the book, as a whole, impresses the reviewer as excellent, specially if it can be studied for two years in the Junior High School under a teacher well grounded in Roman history, as well as in Latin.

EDUCATING FOR RESPONSIBILITY. The Dalton Laboratory Plan in a Secondary School. By Members of the Faculty of the South Philadelphia High School. Cloth. New York: The Macmillan Company.

The greatest service we can render our readers and the book is to quote from the "Foreword" by the principal, Lucy L. W. Wilson, who, by the way, is probably the most conspicuous woman high school principal in the country.

"The South Philadelphia High School for Girls has been experimenting with the Dalton Plan for three years. The first year, however, was merely a go-as-you-please race, with relatively few entrants. These few,

fortunately, were not only courageous, but also intelligent. They were specialists, it is true, but not mere specialists; practical teaching psychologists, but not merely psychologists. They were artists in education, rather, realizing intelligently and emotionally the unique opportunity for real and creative service to the particularly inspiring young adolescents committed to their care.

"The first year was devoted to the study of the Dalton Plan as presented by Helen Parkhurst in relation to its application to our own groups, in the unfavorable and very overcrowded milieu in which we are compelled to work. In particular, we experimented with individualized assignments and individualized check-ups, or tests. As usual, although the whole faculty listened, and listened intelligently, it was the few who got down to the details, actually writing assignments, who led the rest of us. These soon demanded the opportunity to take the next step, by giving to the children what now they eagerly and obviously craved: viz, freedom to do their own work at their own speed and in their own time. Obviously this was impossible without the intelligent and willing co-operation of the entire faculty. It was put to a secret ballot. More than ninety per cent. of the faculty, knowing that if we failed, it was our own personal failure, not the failure of the plan, voted to try it out for a year, at least.

"This spelled almost unbelievable courage, for we were compelled to work under conditions that sometimes prevented us, individually, from giving our children the more or less conventional freedom the need of which had long been a conviction with most of us.

"Our faculty are not only courageous. They have vision, together with a scientific attitude toward their experiments, which keeps them always divinely discontented. They are not, and never have been, satisfied with their own work. But they would not be intelligent did they not know how much more than ever before they now are helping the children to acquire and practice the big things that count—a sense of responsibility, initiative, love of work for its own sake, and honesty."

THE McCALL SPELLER. By William A. McCall, Ph. D., Teachers College, Columbia University, and J. David Houser, A. M., Research Fellow, Harvard University. Chicago, New York: Laidlaw Brothers.

It is characteristic of the publications of the Laidlaw Brothers that they often supplement their books with student-help material, and nowhere is this more noticeable than in their crusade for more uniform success in improving the spelling of the present generation of school children. Dr. William A. McCall is one of the most venturesome of the faculty of Teachers College, Columbia University, and the self-marking record spelling cards promise to revolutionize results in the spelling of children. So mote it be.

EVERYMAN'S LIBRARY. Edited by Ernest Rhys. LIVES OF ENGLISH POETS. By Samuel Johnson, LL. D., with an introduction by Mrs. L. Archer-Hind. In two volumes. New York: E. P. Dutton and Company,

The publishers are of the conservative class and they say this is the best low-priced edition of standard books ever published—low priced, not because the expense of careful editing has been saved, or cheap materials have been used, but because the scope of the work permits the production at a lower cost than was ever before possible for good books. We cannot vouch for the accuracy of this statement, but we can say that it is a series of usable books, surprisingly good at any price and surprisingly low-priced for any books of such a class.

EVERYDAY DOINGS AT HOME. By Emma Serl, Kansas City Teachers' College. Illustrated by Harry E. Wood. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

Etiquette and ethics are fascinatingly emphasized in Miss Serl's use of squirrel life as dramatized realistically in Mr. Wood's illustrations. No one, old or young, is likely to drop this little book until he has seen everything that Father Squirrel and Mother Squirrel have told Bobbie Squirrel and Bettie Squirrel, what to do and how to do it right and what not to do, whatever the provocation. It is high art to have animals that every child is interested in teach manners and morals as everyone should learn to do in the right way at the right time.

LIPPINCOTT'S NEW HORN-ASHBAUGH SPELLER. Incorporating the Findings of a Tabular Analysis of 5,100,000 Words of Ordinary Writing. For Grades One to Eight. By Ernest Horn, Ph. D., The State University of Iowa, and Ernest J. Ashbaugh, Ph. D., Ohio State University. Philadelphia: J. B. Lippincott Company.

There has been no more serious attempt to learn how to teach children to want to learn how to spell correctly and how to write intelligently the sentences they have occasion to write. The authors have faced all these problems scientifically and have attempted to solve them skilfully and they present both the science and skill artistically. The "New Horn-Ashbaugh Speller" is an important contribution to subject-method literature.

A DIGEST OF INVESTIGATIONS IN THE TEACHING OF SCIENCE IN THE ELEMENTARY AND SECONDARY SCHOOLS. By Francis D. Curtis, Ph. D. Including the Research Investigations Published Prior to 1925. Cloth. 341 pages. Philadelphia: P. Blakiston's Son and Company.

This digest is valuable beyond expression, as it faithfully reports upon the pedagogical literature of the past twenty years. This is the only opportunity teachers have to compare the results of research studies in schools below the college grade. The Digest is of seventy learned societies by sixty specialists. We cannot give any description because each of the seventy articles is a treatise by itself. Anyone at all interested in this subject will surely get the book with all of the digests.

OUR ENGLISH. Book One, 298 pages; Book Two, 310 pages; Book Three, 437 pages. By Joseph Villiers Denney, Ohio State University; Eleanor L. Skinner, Vice-Principal, Columbus, Ohio, and Ada M. Skinner. New York; Charles Scribner's Sons.

This attractive series of Language Books has grown out of experimental and demonstration achievement through a series of years. One of the especially notable features of the series is the constant appeal to curiosity as an incentive to initiative, enterprise and keen observation. Another interesting characteristic is the emphasis of self-criticism seeking confidence in the regular school work as a means of self-improvement. The appeal is to the teacher as responsible for the accomplishment of the pupils. While there is nothing radical in the general aim of the series, everything is new in the line of approach, in the selection of material, and in the development of teacher initiative.

LITTLE LUCIA'S SCHOOL. By Mabel L. Robinson, Illustrated by Sophia T. Balcom. New York: E. P. Dutton and Company.

This is an unusual grouping of experiences of a little girl who was in a boarding school while her parents went to Europe. We have never before known a child's book, much less an educational book, in which a little girl's tonsils play an important part.

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GRINS BETWEEN GRINDS

Remembering the Sabbath

Secretary Thomas Todd of the American Congregational Association, said in a Boston address:—

"If some people could have their way the Sabbath would only be observed as the old salt observed it.

"'I'd like to hire a boat,' a vacationist said to an old Gloucester salt one July Sunday. 'Any objections?'

"'Jumpin' Jonah, no!'

"'Well, I thought,' said the vacationist, 'today being Sunday—'

"'Holy mackerel!' said the old salt. 'So it is! I'd clean forgot. Of course, in that case, shipmate, I'll have to charge ye double rates.'"

He Raised Him

Man in Elevator—"Fourth floor, please."

Operator—"Here you are, son."

"How dare you call me son? You're not my father."

"Well, I brought you up, didn't I?"

Why He Got His

The rookie in camp had been kidded by every one, and he was getting to the point where he was a little wary and did not fall so easily into traps. One night he was on guard when a figure advanced in the darkness.

"Who's there?" asked the rookie.

"Major Moses," came the reply.

"Glad to meet you, Mose," answered the rookie gayly. "Advance and give the Ten Commandments."

A 1926 Fable

The daughter of the house had just returned from boarding school. The moment she left her room the mother entered it and began searching the daughter's trunk. For an hour she moved hats and hose, laces and lingerie, but she found no cigarettes, no hooch, no racy novels. The mother sat back in her chair and sighed.

"It's just as I feared," she murmured. "A whole year wasted. Next season I'll have to send her to a more select school."

In Mourning

Little Elise was inconsolable when her pet monkey died. Next day at school she declined a playmate's invitation to a party.

"Why can't you go, Elise?" asked the teacher.

A little fist dug into a tear-stained eye as she sobbed: "'Cause you d-don't go to p-parties when s-s-some one of your folks is dead."—Liberty.

Hands Washed Themselves

Junior was sent to wash his face. He returned, holding up his hands, which were white and clean, saying: "Look, mother."

"Who washed your hands?" asked his mother.

"No one," he replied; "they washed themselves while I was washing my face."

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McAndrewism

Some of the sayings of Superintendent William McAndrew of Chicago in his annual report have all the thunder and lightning to be expected.

"There is now no more reason why emphasis should be put upon the conclusion of the eighth or the sixth or the ninth grades than on the finishing of any other year of school. The pleasant experience of entertaining parents and citizens in the schoolhouses can much better be taken care of in any other month but the crowded ones of January or June.

"The elaborate paraphernalia, including rings, pins, annuals, flowers and gifts that attend the winding up of high school days make the expense of graduation run as high as $33.

"These things cater to the idea that good times and happiness depend upon the spending of money. Every loyal high school child is educated to believe that he must buy a season ticket to the football games, support the teams, make the dances high grade, go to the banquets, and make everything better and costlier than it was last year. The whole thing is so permeated with nonsense, snobbery and defended so much by the weak assertion that the parents want it, as to be the chief negation of education's main function.

"Any principal worth his salt can put an end to the whole business; if he does not he will find himself required by school board resolution to do so."

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BY BERTHA B. AND ERNEST COBB

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Meetings To Be Held

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. G. Knode, Laramie.

21-23: Indiana State Teachers Association, C. O. Williams, secretary, Indianapolis, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

21-23: Utah Education Association at Salt Lake City. J. T. Worlton, Salt Lake City.

22: Franklin County Teachers' Association, Greenfield, Mass. Mildred Hartwell, president.

22-23: All States Vocational Home Economics Conference, Springfield, Ill., Adah Hess, Springfield, Ill.

22-23: Illinois Home Economics Association, Springfield, Illinois, Adah Hess, secretary, Springfield, Ill.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

28-29-30: Annual meeting of Northeastern Missouri Teachers' Association. H. G. Swanson, secretary, Kirksville, Missouri.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington, D. C. E. H. Lindley, Lawrence, Kansas.

22-25: South Dakota Education Association. C. S. Hall, Bellefourche, S. D.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

26-27: Maryland State Teachers' Association, Baltimore. H. W. Caldwell, secretary, Elkton, Md.

26-27: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Buffalo, N. Y. Dr. George W. McClelland, University of Pennsylvania, Philadelphia, secretary.

27: Association of Modern Language Teachers of the Middle States and Maryland, Buffalo, N. Y. Miss Elsie I. Jamieson, Kensington High School, Philadelphia, secretary.

28-29: Association of Teachers of Mathematics in the Middle States and Maryland, New York, N. Y. Elsie V. Bull. West Chester, Pa.

28-30: American Historical Society, Rochester, N. Y. D. C. Munro, Princeton, N. J.

DECEMBER.

2-3: Association of Colleges and Secondary Schools of the Southern States, Jackson, Mississippi. N. W. Walker, University of North Carolina, Chapel Hill, N. C.

2-3: Association of Colleges and Secondary Schools of the Southern States. N. W. Walker, Chapel Hill, N. C.

20-21: American Association of Teachers of Spanish, El Paso, Texas (Professor W. S. Hendrix, Ohio State University, Columbus, Ohio).

27-28: American Nature Study Society, Philadelphia, Pa. George R. Green, State College, Pa.

27-28: Association of Schools of Professional Social Work, Chicago, Ill. Margaret Leal, 105 E. 22d street, New York, N. Y.

27-28: National Council of Geography Teachers, Philadelphia, Pa. George T. Miller, State Teachers' College, Mankato, Minn.

27-29: Geological Society of America, Madison, Wis. Charles P. Berkey, Columbia University, New York, N. Y.

27-30: National Commercial Teachers' Federation, Chicago, Ill. Willard J. Wheeler, Wheeler Business College, Birmingham, Ala.

28-29-30: American Psychological Association, Psychological Laboratory, University of Pennsylvania, Philadelphia, Pa.

28-29-30: Illinois State Teachers' Association, Springfield. R. C. Moore, Carlinville, Illinois.

28-29-30: Pennsylvania State Education Association, Harrisburg. J. H. Kelley, secretary, Harrisburg.

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